# Chili Today, Hot Tamale

RICK HIRSCH

## INSTRUMENTATION

Conductor

1st El- Alto Sakophone

2nd El- Alto Saxophone

1st Bl- Tenor Saxophone

2nd Bl- Tenor Saxophone

El- Baritone Saxophone (Optional)

1st Bl- Trumpet

2nd Bl- Trumpet

3rd Bl- Trumpet

4th Bb Trumpet (Optional)

1st Trombone 2nd Trombone 3rd Trombone (Optional) 4th Trombone (Optional) Guitar Chords Guitar (Optional) Piano

Piano Bass Drums

### **Optional/Alternate Parts**

C Flute

B♭ Clarinet

Vibraphone

Tuba (Doubles Bass)

Horn in F (Doubles 1st Trombone)

1st Baritone Horn T.C./Bb Tenor Saxophone (Doubles 1st Trombone)
2nd Baritone Horn T.C./Bb Tenor Saxophone (Doubles 2nd Trombone)



#### NOTES TO THE CONDUCTOR

"Chili Today, Hot Tamale" is a tightly constructed work built on just a few musical ideas. It borrows liberally from Latin jazz, but it is not a true *mambo* that exactly imitates the great traditions of this musical style. Nonetheless, I think you and your students will have a lot of fun with this piece.

I suggest that the melodic-rhythmic motif stated in the first two or three measures appears repeatedly throughout the piece in three variations. It is essential that the ensemble has that figure locked in and therefore played accurately throughout the chart. For example: in the first 16 measures; in the saxophone melody at measure 33; in the background figures at 65; in the brass "conversation" at 89; and through the tag at the very end of the piece. Needless to say, your band will get some serious use out of that riff!

To get in the Latin groove, the brass figures at measures 33 and 109 are reminiscent of those heard in Tito Puente's music check it out. And, as a side note, you and the band can also listen to Henri Mancini's "It Had Better Be Tonight" (from his *Pink Panther* soundtrack), as I am told that "Chili Today" bears some rhythmic resemblance to that wonderful piece. Listening is critical to playing jazz! Check out the demo track of this chart at alfred.com/downloads.

Here are some rehearsal suggestions:

- 1) Make sure all wind players articulate crisply, especially in the polyphonic sections (33, 81, 109, etc.). Rehearse the different parts separately and then together.
- 2) At 89 make sure the trombones and trumpets "talk to one another" in this question-and answer section.
- 3) Exaggerate the dynamics. In fact, the title of this composition refers to the contrast between the quiet sections (measures 49–64) and the strong, energetic sections (65–80). Encourage your soluists and rhythm section to emphasize this contrast as well.
- 4) Regarding articulation, the *marcato* notes (1) should be played detached—think "daht." *Staccato* means short, but not too short or clipped.
- 5) There are suggested written-out solos provided. However, encourage the students to improvise. A strong way to begin is with simple rhythmic and melodic embellishment of the written solos. Then, listen for the sound of the chords changing and become familiar with the form of the solo section.

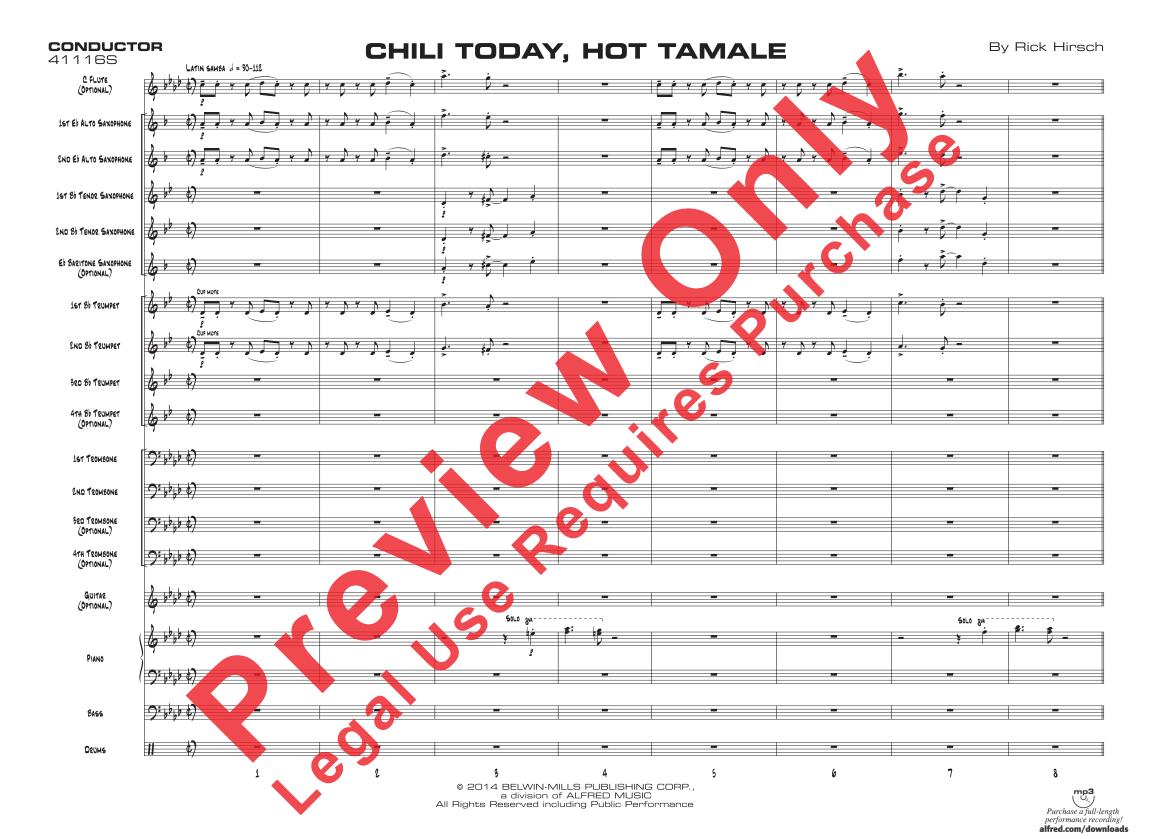
Enjoy!

—Rick Hirsch



#### Rick Hirsch

Rick Hirsch (BA Music University of Massachusetts-Amherst; MM Northern Illinois University) somehow juggles his work as an independent composer, arranger, saxophonist, and educator. He has written music for Eddie Henderson, the Osland Saxophone Quartet, Chris Vadala, the University of Northern Iowa Jazz Band, and the Penn State Blue Band, to name a few. Hirsch has performed with Tito Puente, Max Roach, the Four Tops, both Dorsey Orchestras, and on NPR's Whaddya Know? A lifelong educator, Hirsch has directed scholastic jazz ensembles in Delaware, Wisconsin, and Pennsylvania.





































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